DOCUMENT RESUME

ED 260 757 JC 850 469

AUTHOR Carleo, A. Susan
TITLE Family and Consumer Studies 13: Fashion Analysis.
PUB DATE 14 Mar 84
NOTE 23p.; Graduate Seminar Paper, University of California at Los Angeles. Prepared for Los Angeles Valley College.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Clothing; *Clothing Instruction; Community Colleges; Consumer Education; Course Content; Course Descriptions; *Course Objectives; *Course Organization; Home Management; Social Influences; Two Year Colleges

ABSTRACT

A description is provided of Family and Consumer Studies 13: Fashion Analysis, an introductory course on the basic principles of fashion and clothing, giving special consideration to the impact of societal, cultural, religious, and psychological factors on clothing choices. First, general information is provided on the course, its place in the curriculum, and student population. Following a glossary, major course goals and long-range objectives are enumerated. An outline of course units is followed by a list of materials of instruction. Next, the 16 course units are described, including a statement of unit goals and objectives and sample test items. The units cover why we wear clothes; attitudes and customs in clothing choices in the United States and selected parts of the world; fashion history; 20th century fashion designers; fashion motifs and details; fashion industry terms; fashion changes related to body concepts in different periods; the body and face as fashion expressions; the psychological implications of clothing choices; the principles and elements of design; visual impact of different textures, patterns and lines; color theory; textile fibers and fabrics; planning, caring for and selecting clothing; developing a personal clothing philosophy; and fashion prediction. Finally, evaluation procedures are reviewed. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. S. Carleo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BEST COPY AVAILABLE

ED260757

IC 850469

FAMILY AND CONSUMER STUDIES 13

Fashion Analysis

prepared by

A. Susan Carleo

for

LOS ANGELES VALLEY COLLEGE

CATALOGUE DESCRIPTION: Basic discussion of principles in fashion and clothing. Special consideration given to the impact of societal, cultural, religious, and psychological factors on clothing choices. The principles and elements of design, influences of fashion history, fashion designers and the fashion industry are also discussed.

March 14, 1984

Prof. A. Cohen

Ed. 431B

University of California

at

Los Angeles

TABLE OF CONTENTS

Section page

I. Title Page - FAMILY AND CONSUMER STUDIES 13

II. FCS 13 - Fashion Analysis Course Description 1

III. GLOSSARY..... 2

IV. COURSE CONTENTS..... 3

V. MATERIALS OF INSTRUCTION..... 5

VI. ORGANIZATION OF EACH UNIT OF INSTRUCTION..... 6

VII. EVALUATION.....13

APPENDIX A (sample course outline).....15

APPENDIX B (Research Paper Description).....16

APPENDIX C (Fashion Analysis Project Description).....17

APPENDIX D (Student Evaluation of Course).....18

II. FCS 13 - Fashion Analysis Course Description

A. Fashion Analysis is an introductory course at the lower division college level. It is designed to fill the needs of students with a general interest in the subject of fashion, as well as those more career oriented. In order to meet the above-mentioned needs the course is approved for credit in the following ways:

1. General education for transfer students who will be certified for the CSUC system. The course is listed under the category E - Integrated psychological and physiological studies.
2. Core requirement for the Family and Consumer Studies major.
3. Required course for the Fashion Design and Fashion Merchandising Certificates.

B. The course will meet for three hours of lecture per week. It will be offered in the evening every third semester.

C. Student population characteristics:

1-Since this class is a lower division college level credit course the student is expected to have sufficient reading, writing, and comprehension ability to do college level work.

2-Students completing this course, along with other requirements, will either continue at a four-year institution (CSULA, CSUN, CSULB) in the field of home economics and/or business or they will enter the fashion field as trainees in business, management, or manufacturing.

3-The expected student drop-out rate is 20-30% which is the institutional average.

III. GLOSSARY

Although every attempt has been made to use commonly understood terms in writing the objectives for this course, a few words may not be readily understood by all. These words are defined here:

Fashion - The current mode or style of dress. What is popular at a given time in history.

Fashion industry - All those businesses involved in manufacturing fashion items and selling them to the consumer.

Garment industry - used interchangeably with fashion industry.

Style of dress - specific lines, details, designs used in clothing for men, women or children.

IV. COURSE CONTENTS

A. The Major Goals of this course include the following:

1. The student will develop an understanding of the sociological, psychological, and economic aspects of fashion as they affect the individual.

2. The student will develop an understanding of individual and societal values, attitudes as they are reflected in fashion.

3. The student will develop an understanding of the major periods and major contributors in historic costume and how they affect contemporary clothing.

4. The student will develop an understanding of the principles and elements of design as they relate to fashion design. An understanding of the basic fashion industry terminology will also be gained.

5. The student will develop an understanding of the decisionmaking process as it relates to planning, selecting, and caring for clothing.

The overall educational goal at Los Angeles Valley College is to help students enhance their quality of life, improve their understanding of the world around them, and start them on the way to becoming productive, contributing members of the community. The above mentioned objectives for FCS 13 will further this college goal.

B. Long-range course objectives for FCS 13 include:

1. Six months after completing the course the student will be able to interpret the basic social, psychological and economic factors that influence the fashion world as it is seen with each new season.

2 Six months after completing the course the student will understand how to incorporate the principles and elements of design into his own fashion image, presenting a unified, individualistic style of dress.

C. The units included in this course are:

Unit:	Time allowed: (1 week=3hours of instruction)
1. Introduction, why we wear clothes.	1 week
2. Attitudes and customs in clothing choices in the United States and selected parts of the world.	1 week
3. Fashion history - the clothes people wore from the Egyptians to the 1960's.	1 week
4. Fashion designers from 1900-1984.	1 week
5. Fashion motifs and details used by fashion designers.	½ week
6. Fashion industry terms, the manufacturing process.	½ week
7. The changing silhouette of fashion as it relates to body concepts in different periods of history.	½ week
8. The body and face as fashion expressions, discussed as they relate to societal values.	½ week
9. The psychological implications of clothing choices. How personality affects dress.	1 week
10. The principles and elements of design as they relate to fashion.	1 week
11. The visual impact of using different textures, patterns, lines.	1 week
12. Color theory, use of color in planning a wardrobe, the psychological effects of color.	2 weeks
13. Textile fibers and fabrics - the major materials of fashion.	2 weeks
14. Planning, caring, and selecting clothing, using a decisionmaking process.	1 week
15. Developing a personal clothing philosophy	½ week
16. Fashion prediction: who, how, when, why.	½ week

V. MATERIALS OF INSTRUCTION

A. Required Text:

Kefgen and Touchie-Specht, Individuality in Clothing Selection and Personal Appearance, MacMillan, 1981.

B. Bibliography of library materials:

Horn, Marilyn J., The Second Skin.

Jarnow, Jeannette A. and Beatrice Judelle, Inside the Fashion Business.

Pankowski, Edith and Dallas Pankowski, Art Principles in Clothing.

Pickens, Mary Brooks, The Fashion Dictionary.

Rosencranz, Mary Lou, Clothing Concepts.

Ryan, Mary Shaw, Clothing:A Study in Human Behavior.

Wilcox, R. T., The Mode in Costume.

Periodicals and Journals:

California Apparel News
Dress (Journal of the Costume Society of America)
Vogue
Harper's Bazaar
Fashion section of the Los Angeles Times

C. Audio-visual materials:

Films: Discovering Color

Filmstrips: Why We Wear Clothes
Discovering Textiles
Clothing: A Brief History

Slides: Historic costume
200 years of American Dress
Design motifs*
Color theory, using color harmony*
Silhouettes in fashion*
Principles and elements of design in fashion*
Purchasing clothing-evaluating quality*

*slide programs developed by instructor.

VI. ORGANIZATION OF EACH UNIT OF INSTRUCTION

Unit 1 - Introduction, why we wear clothes.

Goal - To present an overview of the study of clothing and fashion and how it influences our lives.

Objective - The student will participate in a class discussion of why we wear clothes (i.e. physical, social, economic).

Unit 2 - Attitudes and customs in clothing choices in the United States and selected parts of the world.

Goal - The student will be able to identify selected cultural, social and religious influences on style of dress.

Objective - Given an in class 30 question multiple choice exam, the student will select the correct cultural, social or religious factor as it relates to a described style of dress (based on text, lecture and slides presented in class) will 80% accuracy.

Exam item - Clothing has been worn for protection since the earliest cultures. An example of this would be:
a. the Alaskan Eskimos who dressed in animal skins and used animal fat to seal out the cold.
b. the Egyptians who wore heavy woolen garments with lots of pleats and gathers to protect them from the heat.
c. the aborigines of Australia who wore only loincloths and grease paint and survived a climate of 23F. to 117F.

Unit 3 - Fashion History - the clothes people wore from the Egyptians to the 1960's.

Goal - The student will be able to identify different styles of dress as they existed in earlier periods of costume history, ranging from the Egyptians in 2000 BCE to the 1960's in the USA.

Objective - Given an in class exam with 5 drawings and dates (selected from a class handout of 25 historic costume periods which was presented along with slides on the same periods) the student will match the correct period with the drawing with 100% accuracy.

Unit 4 - Fashion designers from 1900 to 1984.

Goal - The student will be able to identify the major European

and American fashion designers from 1900 to 1984 based on the designer's significant contributions to the fashion world.

Objective - Given an in class 20 question multiple-choice exam, the student will select the correct designer's name for the fashion contribution that is described, with 80% accuracy.

Exam item - An American fashion designer known for his impact on the casual and active sportswear industry, specifically designer jeans, is:

a. Bill Blass
b. Calvin Klein
c. Adolfo Sardinia

Unit 5 - Fashion motifs and details used by fashion designers.

Goal - The student will be able to recognize the common design details and fashion motifs used by contemporary designers.

Objective - After viewing slides showing examples of 20 commonly used design motifs and details, the student will match the names and definitions of 10 motifs with 90% accuracy.

Exam item - a. chinoiserie 1. fancy braid trim.
b. passementeries 2. Chinese decoration.

Unit 6 - Fashion industry terms, the manufacturing process.

Goal - The student will become familiar with the basic stages in the garment manufacturing process.

The student will be able to define the basic terms used in the garment and fashion industries.

Objective - After viewing slides of the garment manufacturing process the student will take part in a class discussion of this process.

The student will answer 10 multiple choice questions in class on a fashion terminology exam, with 90% accuracy.

Exam item - Distinctive characteristics that go in and out of fashion are referred to as:

a. classics
b. styles
c. adaptations

Unit 7 - The changing silhouette of fashion as it relates to body concepts in different periods of history.

Goal -The student will be able to recognize the three major

silhouettes in fashion as they exist today and in fashion history.

Objective - After viewing slides showing examples of the bell, bustle and tubular silhouettes, the student will select examples of two types of silhouettes used today. These will be included in the Fashion Analysis Report along with a 10-20 word explanation of each example. (criterion - completion)

Unit 8 - The body and face as fashion expressions, discussed as they relate to societal values.

Goal - The student will become familiar with the changes in fashion over the past 100 years with respect to desirable body shapes and facial images.

Objective - The student will write a 50-100 word statement describing the way they see their own bodies in relationship to the societal standards described in the lecture and text. This will be included in the Fashion Analysis Project. (criterion = completion)

Unit 9 - The psychological implications of clothing choices. How personality affects dress.

Goal - The student will become familiar with the literature describing studies on the connection between personality and psychology as they relate to clothing choices.

Objective - The student will write a 50-100 word statement on how his personality affects his clothing choices. This will be included in the Fashion Analysis Project. (criterion = completion)

Unit 10 - The principles and elements of design as they relate to fashion.

Goal - The student will be able to analyse selected examples of clothing for their compliance with the principles and elements of design as presented in the text and class lecture and slides.

Objective - Outside of class, the student will select five pictures (from magazines, catalogues, or similar source) and analyse each one in a 20-50 word statement. The analysis will explain the use of the principles and elements of design as explained in class, with 100% accuracy.

Unit 11 - The visual impact of using different textures, patterns and lines.

Goal - The student will become familiar with the differing visual impacts that line, texture, pattern can create.

Objective - The student will answer 5 multiple-choice questions on the visual effects of line, texture, pattern, with 90% accuracy.

Exam item - Garments made with widely spaced patterns tend to affect the visual impact of the body in the following way:

a. minimizing
b. concealing
c. enlarging

Unit 12 - Color theory, use of color in planning a wardrobe, the psychological effects of color.

Goal - The student will become familiar with the basic color theories, terms and harmonies used in fashion.

The student will become familiar with the psychological and visual effects of color and [illegible] to select color harmonies that are flattering to the individual color composite.

Objective - The student will identify with 100% accuracy the colors on the 12-color color wheel, in class exam.

The student will respond with 90% accuracy to in-class multiple-choice questions on color terms.

The student will select color swatches and plan a 15 color group of suitable colors that correspond with his personal color composite, as explained in class and on color handouts. This will be included in the Fashion Analysis Project. (criterion = completion)

Exam item - Three colors evenly spaced on the color wheel are referred to as what type of color harmony:

a. triad
b. complementary
c. analagous

Unit 13 - Textile fibers and fabrics - the major materials of fashion.

Goal - The student will be able to describe the main characteristics of the common natural and synthetic fibers that are used in garments. He will be able to name commonly used fabrics and their uses. Examples will be shown in class, along with lecture and a filmstrip.

Objective - The student will identify correctly the main fiber characteristics and fabric uses as presented in an in-class matching exam. (90% accuracy)

Exam item - 1. rayon — b. originally called "artificial silk", made from cotton linters and wood pulp, not strong, inexpensive, absorbent.

2. knitting — a. series of loops interlacing to form rows.

Unit 14 - Planning, caring, and selecting clothing, using a decisionmaking process.

Goal - The student will be able to recognize quality clothing as presented in lecture and slides.

The student will understand the Fabric Care Labelling Act and garment care.

The student will be able to select a wardrobe that is suitable to his own lifestyle.

Objective - The student will respond with 90% accuracy to 5 multiple-choice questions on the topic of characteristics of quality clothing. (in class)

The student will explain in 50-100 words, the Fabric Care Labelling Act; who enforces it, who it protects, how it is presented to the consumer, what it includes. This will be a question included on the final exam, to be completed with 90% accuracy. (in class)

The student will select examples of garments suitable for himself, that he might wear in business, evening wear and sportswear situations. These examples should reflect his lifestyle, personality, and clothing preferences. The examples (pictures from magazines, catalogues, or similar sources) will be included in the Fashion Analysis Project. (criterion = completion)

Exam item - When selecting clothing, certain factors add to the quality of the garment. These include:

a. quality fabrics, buttons, and trims.
b. finished seam edges, smooth pressing.
c. attractive use of fabric and style details.
d. all of the above indicate quality.

Unit 15 - Developing a personal clothing philosophy.

Goal - The student will become familiar with what defines a well-dressed person. He will become aware of how this can be a reflection of one's personal clothing philosophy.

Objective - The student will write a 50-100 word statement (outside of class) of his personal clothing philosophy, what role clothes play in his life. This will be included in the Fashion Analysis Project. (criterion = completion)

Unit 16 - Fashion prediction: who, how, when, why.

Goal - The student will become familiar with who, what, how, when, why fashion prediction is done.

Objective - The student will answer with 90% accuracy 5 multiple-choice questions on fashion prediction. (in class)

Exam item - Many people need to be conscious of fashion trends. Those who need to know what is coming first include:

(a) color experts and manufacturers.
b. fashion designers.
c. merchandise buyers.
d. consumers.

B. Procedures for revising the course:

The very nature of a fashion course is change. Certain concepts remain the same but examples must be modified every year to reflect the contemporary mode of dress. This review is done by the instructor, observing and keeping in tune with the fashion world.

Student evaluation forms have been developed by the instructor and are distributed each semester. (see example in appendix D). The students are asked to respond to the various projects and class activities. If something is judged by many as not being helpful or valuable it is reexamined and modified as needed.

A yearly fashion advisory committee meets to discuss the certificate programs. An offshoot of this meeting is a discussion of changes and trends in the industry. These changes, when they affect the content of the course, lead to reevaluation and change.

Occasionally, departmental review of the curriculum also leads to further modification, to keep the course in line with college, departmental and student needs.

C. Student Outcomes:

semester:	# grades -	A	B	C	D	F	Inc.
Fall 82		7	13	10	2	5	0
Sprg 83		10	12	3	4	0	0
Fall 83		1	16	3	3	5	0

Students who earn D, F, or with_draw can reenroll in the class to earn a higher grade (college policy).

Students who earn Incomplete (Inc.) must make up the necessary work on their own time and with instructor conferences as needed. The student cannot reenroll in the class (college policy) and therefore an incomplete is generally only given in the event of a last minute emergency. It acts as a spaceholder until the student completes the final exam and/or the final project and completes the course.

Students who have no career or transfer goals also have the option of taking the course CR/NCR. In this case the student fills out the request at the office of admissions. When the instructor awards the grades at the end of the semester a CR=A,B,or C and NCR=D or F.

VII. EVALUATION

A. Grading scheme for students:

Exam I - Chapters 1-9 (excluding 7,8) in text and Units 1-6 as presented in class lecture and activities.

Exam II- Chapters 10-15 in text and Units 7-12 as presented in class lecture and activities.

Exam III-Chapters 16-20 in text and Units 13-16 as presented in class lecture and activities.

Each exam is worth 20% of the total grade and will be presented in class, closed book. The questions will be multiple-choice, matching, and short answer, drawn from the text and lecture. Each exam is designed to take the average student 40-50 minutes to complete.

Research Paper - will count 20% of the total grade and will be 5-10 pages on a fashion topic selected by the student from some period of fashion history. (see appendix B for complete description).

Fashion Analysis Project - will count 20% of the total grade and will be 15-25 pages completing the specific requirements as described on the project outline sheet. (see appendix C for complete description).

A percentage scale is used for determining the grade on each exam and project, as well as the final grade. The students are told on the first day of class that they must earn a certain number of points to receive a grade as follows:

A =	100-90 points
B =	89-80
C =	79-70
D =	69-60
F =	59-0

The students are encouraged to keep a record of their points throughout the semester. When all five grades are averaged at the end of the course the same scale is used to determine the percentage of successful coursework, and the final grade.

Other than the repeatability of the course under the abovementioned circumstances, the only other provisions for the students who fail include:

Learning center tutoring (to improve basic skills)
Instructor conferences (arranged by appointment)
Student-formed study groups (arranged by student)

Each of these alternatives would need to be followed during the semester (once the poor performance is seen on the first exam or project) if there is to be any change in the student's ability to succeed in the course.

Since the instructor has no clerical or classroom assistance of any kind, and since there are a limited number of hours in a day, few alternatives are feasible. Once the student is informed of his poor performance, it is up to him to follow through on as many of the above-mentioned suggestions as possible.

FCS 13
FASHION ANALYSIS
MWF 9:00-10:00
TEXT: Individuality in Clothing Selection, Kefgen & Specht, c. 1981

APPENDIX A

Prof. A. S. CARLEO
OFFICE - MS 106A
781-1200 ext. 289

WEEK OF:	LECTURE:	ASSIGNMENT:
Jan. 30	Introduction to the Fashion World Why we wear clothes	Ch. 1
Feb. 6	Attitudes and customs in dress, The clothes we wear	Ch. 2,3
Feb. 13	HOLIDAY-Feb. 13-Lincoln's Birthday Fashion history, its influence on today	Ch. 4,5
Feb. 20	HOLIDAY-Feb. 20-Washington's Birthday Fashion designers, centers, terms	
Feb. 27	EXAM I - Lecture and text Fashion in the making	Ch. 1-5
Mar. 5	Fashion and Ready-to-wear terms	
Mar. 12	The silhouette, body and face in fashion	Ch 6(183-186,196-202) 7,8
Mar. 19	Personality and dress	
Mar. 26	Principles and elements of design as they relate to fashion	Ch. 9,10,13
Apr. 2	Use of textures and prints in fashion RESEARCH PAPER DUE APR. 6	Ch. 12,14
Apr. 9	Color terms and use in fashion	Ch. 11
Apr. 16	SPRING VACATION	
Apr. 23	Color and the wardrobe	Ch. 11
Apr. 30	EXAM II - Lecture and text	Ch. 6,9-14
May 7	Textile fibers	
May 14	Textile fabrics	Ch. 17
May 21	Wardrobe planning, care and selection of clothing	Ch. 15,16,18,19
May 28	HOLIDAY-May 28-Memorial Day Personal clothing philosophy, Fashion prediction	Ch. 20
June 4	FASHION ANALYSIS PROJECT DUE JUNE 4	
June 6-15	FINAL EXAM (exact time and date to be announced.)	Ch. 15-20

GRADE: EXAM I - 20%
EXAM II - 20%
EXAM III- 20%
RESEARCH PAPER - 20%
FASHION ANALYSIS PROJECT - 20%

LATE PROJECTS: 10% off. NO MAKE-UPS ON EXAMS.

APPENDIX B

BEST COPY AVAILABLE

FCS 13
Fashion Analysis
Prof. Carleo

RESEARCH PAPER

Goal: The purpose of this paper is to give you the opportunity to explore in depth some area of fashion that especially interests you.

Objectives: Each paper will meet the following requirements-

1. You will research a fashion topic through the use of books, journal or newspaper articles, interviews (personal or T.V. or radio) or any other source that you can document. You will be required to use at least 3 different sources. (from any one or more categories)

2. You will present your reserach in a typed, double-spaced, 5 to 10 page summary based on what you found in your sources.

3. You will include at least 3 different examples, in the form of photocopies, sketches, or illustrations, of the styles, designs, or garments that you discuss in your report.

4. You will include a bibliography at the end of your report. Use the APA method of citation for quotes and direct ideas from your sources - i.e. - (Smith, 1978) or (Jones, 1980, p. 23). The bibliographic listing will include the Title of the book or publication, the author, the date of the copyright or issue, the publisher of the book or publication, and the relevant pages. If you use interviews, indicate the date, location, name of show, channel or station, and any other information that verify your source.

5. You will choose your topic from one of the following:

   a. HISTORIC DEVELOPMENT - trace the history and development of a particular fashion, garment, accessory, or related item.
   b. HISTORIC PERIOD - select a period of history and examine what was being worn at that time. You may need to narrow it to just men's or women's wear.
   c. FASHION DESIGNER - select a designer, contemporary or from an earlier period, and present a brief life history, their philosophy of design, and what influences their work.
   d. ANY OTHER FASHION TOPIC - if you have another idea that is comparable to the above choices, present it to the instructor for approval.

Assessment: Each research paper will be graded as follows -
10% - spelling and grammar 10%-neatness 10%-composition
40% - completeness and accuracy of summary of information
30% - use of 3 sources, organization, appropriate charts, sketches, diagrams, examples.

APPENDIX C

FCS 13 FASHION ANALYSIS PROJECT S. Carleo

This project is designed to help you evolve your own fashion statement. You may use magazine pictures, newspaper ads, sketches, or photographs to show the clothing examples. You do not have to type your responses but please make the project as neat and legible as possible.

points

5 I. State some specific concerns you have in clothing selection. You may include physical assets and/or liabilities that you would like to enhance or camouflage; you may indicate the "image" you would like to project with your clothing.

10 II. Explain how your personality, lifestyle, values and heritage influence your clothing choices. Give specific examples of clothing choices you make based on these factors.

III. Select two examples of silhouettes (bell, bustle, tube) that
10 are worn today and indicate your preferences and why.

15 IV. Select examples of garments that contain the following principles and elements of design. Explain how these aspects are used.

1. Line - horizontal, vertical, diagonal, or combinations of these.
2. Texture - rough, smooth, dull, shiny, or combinations.
3. Pattern - geometric, floral, stylized, abstract.
4. Emphasis - focal point.

select one more from the following:

5. Rhythm - radial or repetition.
6. Unity and/or contrast.
7. Balance - formal or informal.
8. Proportion - relationship of the parts

10 V. Describe your personal color composite - hue, value and intensity patterns. Indicate which color schemes work best with your coloring.

15 VI. Show color swatches of your personal color composite. Include examples of your:

1. hair color
2. eye color
3. skin tone
4. a "red" that your prefer
5. a lighter or darker value in each of the above catagories (4 more)
6. 7 additional colors that you prefer that also blend or contrast with your composite.

30 VII. Create a wardrobe as follows:

1. business wear - suit or separates and accessories.
2. sportswear - active or casual and accessories.
3. eveningwear - dressy or loungewear and accessories.

Complete each garment with the proper accessories - shoes, jewelry, belts, hats, bags, etc.

Select a color scheme for each ensemble and show this color scheme near the garments. Use fabric or paper swatches.

One color scheme should be analagous, one complementary, and one monochromatic. Identify which ones you have used.

Briefly describe each ensemble and why you chose it.

5 VIII. State your personal clothing philosophy. How will the color and style analysis you have just completed affect your clothing choices in the future?

APPENDIX D

STUDENT EVALUATION OF COURSE

Semester_____ COURSE_____

Please answer the following questions regarding the course you are just completing. Your ideas will be considered seriously in improving this course in the future. Thank you for your opinions.

1. Do you feel this course met your objectives? why, why not?

2. Do you feel the subject matter was organized properly? How could it be improved?

3. Do you feel the class activities were designed to achieve the course objectives? How would you change them?

4. Do you feel your assignments were graded fairly? If not, how would you change the procedure?

5. Please give me any other suggestions you might have. Thank You.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
OCT 11 1985